



Maryland Report on Part B Indicator 8 of the Individuals with Disabilities Education Act

2017-2018

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1. Introduction

ICF International (ICF) was contracted by the Maryland State Department of Education (MSDE) to administer its annual Part B Indicator 8 Parent Survey for the 2017-18 school year. Part B Indicator 8 of the Individuals with Disabilities Act (IDEA) requires states to report:

Percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

This Indicator is also used to address involvement of parents with children in preschool as specified in Section 619 of Part B of IDEA. The MSDE is required to report the value of this Indicator to the Office of Special Education Programs (OSEP) at the U.S. Department of Education (ED) by February 1st of each year.

In support of these two objectives, ICF administered two surveys:

- **A Preschool Survey** – completed by the parents/guardians of children who received special education services in preschool during the 2017-18 school year and were between the ages of three and five as of September 30, 2017.
- **A School-Age Survey** – completed by the parents/guardians of children who received special education services in kindergarten or above during the 2017-18 school year and were at least six years of age as of September 30, 2017.

As in prior years, the 2017-18 Survey consists of items obtained from the National Center for Special Education Accountability Monitoring (NCSEAM) item bank. Both surveys include 24 core questions, several demographic questions, and an open-ended comment section.¹ This report summarizes the methodology used to administer the surveys and presents the findings from each survey.

1.1 Data Collection Methodology

The MSDE provided the ICF team with the names and addresses of children between the ages of 3 and 21 who were eligible to receive special education services in the 26 Maryland Local School Systems (LSSs) and five Public Agencies (PAs) – Maryland School for the Deaf (Columbia and Frederick campuses), Maryland School for the Blind, the Schools for Educational Evolution and Development (SEED) School of Maryland, Juvenile Services Education, and Adult Correctional Facility.

Each home on the list was mailed a survey packet addressed to the “Parent or Guardian of [name of child].” The survey packet contained:

- A letter of introduction signed by the Assistant State Superintendent of the Division of Special Education/Early Intervention Services that explained the purpose of the survey;
- A one-page list of Frequently Asked Questions and answers; □
A copy of either the Preschool Survey or the School-Age Survey;
and □ A business reply envelope.

Each packet contained English and Spanish versions of the letters and surveys. Alternatively, parents could complete the survey online at: <http://www.mdparentsurvey.com>. The online survey could also be completed either in English or Spanish.

¹ An analysis of the open-ended comments is not a part of this report. However, all comments are compiled and provided to the MSDE.

Prior to administering the surveys, the ICF team worked with the MSDE to develop a suite of resources that special education staff at each LSS/PA, and other stakeholders with access to parents of children with special needs, could use to encourage parents to complete the survey. The resources included flyers, web banners, and text that stakeholders could insert in a newsletter or other communication with parents.

All these resources were packaged together as a Promotional Materials Toolkit and sent electronically to stakeholders through an email from the MSDE sent on January 31, 2018. The email included each item in the toolkit (Exhibit 1.1).

Exhibit 1.1: Description of Resources Included in the Promotional Toolkit

Toolkit Item	Brief Description	Recommendations
Flyers	<p>Please take 5 Minutes to Complete the Survey Flyer: informs parents they should have received the survey in the mail and serves as a gentle reminder to complete it (to be used immediately after the survey launch).</p> <p>Key Message: <i>We want to hear from you.</i></p>	<ul style="list-style-type: none"> • Email the flyer to parents. • Print the flyer and distribute to parents. • Post copies of the flyer in buildings. • Upload the flyer to websites.
Web Banner	<p>An image of a web banner in three different sizes that may be uploaded to a website.</p> <p>Informs parents when the survey is available. When parents click on the <i>Start Now</i> button on the banner, they will be directed to the www.mdparentsurvey.com site where they can complete the survey.</p> <p>Key Message: <i>Your Opinion Matters! Let Us Hear From You!</i></p>	<p><input type="checkbox"/> Select a banner size and have it displayed on websites for the duration of the survey.</p>
Newsletters/ Communications	<p>Three versions of text that may be used to inform parents about the survey.</p> <p>Key Message: <i>Complete the Maryland Special Education Parent Involvement Survey.</i></p>	<p><input type="checkbox"/> Select one or more options to include in February, March, and April newsletters/ communications.</p>
Special Education Teacher Email	<p>Text for an email to teachers about the survey, its timing, promotion strategies, and where to get more information.</p> <p>Key Message: <i>Help Spread the Word!</i></p>	<p>Strategies for teachers included in email:</p> <ul style="list-style-type: none"> • Print and distribute or email flyers to parents. • Offer parents the computer lab for completing the online survey. • Remind parents to complete the survey at meetings.
School Administrator Email	<p>Text for an email to administrators about the survey, its timing, promotion</p>	<p>Strategies for administrators included in email:</p>

Toolkit Item	Brief Description	Recommendations
	<p>strategies, and where to get more information.</p> <p>Key Message: <i>Help Spread the Word!</i></p>	<ul style="list-style-type: none"> • Print and distribute or email flyers to parents. • Offer parents the computer lab for completing the online survey. • Use Robo calls to promote the survey.
<p>Social Media Reminders</p>	<p>Suggestions for posting reminders on Facebook, Twitter, etc.</p> <p>Key Message: <i>Your Opinion Matters! We want to hear from you!</i></p>	<p>Tweet the following at different points during the survey window:</p> <ul style="list-style-type: none"> • MD parents of children receiving special education services—we want to hear from you! Please take this survey. • Your opinion matters! If your child receives special education services in MD, please take this survey. • If your child receives special education services, you may have received a survey; return it to MDSE or complete it online. □ MD Special Education Parent Involvement Survey—please provide your feedback.
<p>Promotional Material Memo</p>	<p>Summarizes the 5 types of materials for promoting the survey.</p> <p>Key Message: <i>Ways you can help</i></p>	<ul style="list-style-type: none"> • Distribute flyers • Post web banners • Use newsletter language • Post reminders on social media • Send teacher email

The original fielding period for the surveys was February 5, 2018 to May 1, 2018. Prior to the end of the survey administration period, each LSS and PA was contacted by phone and email. The coordinators were asked if they could, once again, connect with their parents to encourage them to complete the survey. The survey was then extended until May 18, 2018.

A bilingual help desk was maintained for the duration of the survey. Parents could call or email a member of the ICF team with questions about the survey.

Each jurisdiction facilitated a list of addresses of parents/guardians of preschool and school age students to the MSDE, and the MSDE shared the lists with ICF. A total of 103,701 surveys were mailed – 13,475 to parents/guardians of preschool children, and 90,226 to parents of school-age children. Using the business reply envelopes included in the survey packets, parents mailed completed surveys to ICF's offices in Rockville, Maryland. Once at this facility, the surveys were cleaned and scanned, and the opened comments were entered into a database. Some parents chose to take the survey online. Their responses were also cleaned, and their comments were added into the open-ended comments database.

1.2 Analytic Methods

Chapters 2 and 3 provide a summary of findings from the two surveys. The respondents to each survey are described demographically, and the value of Indicator 8 is reported. As of the 2017 administration of these two surveys, the MSDE Indicator 8 analytic methodology was changed from a Rasch analysis using Winsteps software with the anchors suggested by NCSEAM to an analysis of the Percent of Maximum with a cut score of 60% because of the difficulty stakeholders voiced in interpreting the Rasch analysis.

In the 2011 SPP/APR Indicator report, the authors described the approach to calculating Percent of Maximum: When using a “percent of maximum” analysis, the survey responses for each respondent are averaged and compared to a pre-determined cut-off value that indicates a positive response. For example, on a six-point scale, a respondent who marked “six - very strongly agree” to all survey items would receive a score of 100%. Someone who marked “one - very strongly disagree” on all items would receive a score of 0%. Someone who marked “four - agree” on all survey items (or whose responses averaged a score of four) would receive a score of 60%. Not all states using this method had the same “cut-off” for a positive response. For example, many used four (60%) on a six-point scale. Others used 75% (four on a five-point scale) or other criteria. *FFY 2011 Part B SPP/APR Indicator Analyses (page 71)*.²

2. Preschool Survey

Data received from the MSDE indicated that in 2017, there were 12,998 preschool children receiving services in the state³. Based on the data received from each jurisdiction, a total of 13,475 surveys were sent out to parents of students receiving services in state.⁴ Of the 13,475 surveys mailed to parents, 3 percent were returned as undeliverable because the address was out of date or inaccurate. The jurisdictions with the highest rate of undeliverable surveys (more than 4%) were:

- Washington County (16%)
- Baltimore City (8%)
- Dorchester County (7%)
- Wicomico County (5%)

To account for undeliverable surveys, an adjusted response rate was calculated using the following formula:

$$\text{Adjusted Response Rate} = \frac{\text{Number of Surveys Completed}}{\text{Number of Surveys Mailed} - \text{Number of Undeliverables}}$$

Exhibit 2.1 summarizes the Survey completion data. Overall, 1,651 completed Surveys were received, which amounts to an adjusted response rate of 13%. The jurisdictions with the highest adjusted response rates (above 20%) were:

- Maryland School for the Blind (65%)
- Caroline County (62%)
- Garrett County (38%)
- Kent County (36%)
- Carroll (28%)

² The 2018 results cannot be compared to the results from any administration prior to 2017 since a different methodology was used to calculate the value of the indicator.

³ Source :2017 Maryland Special Education/Early Intervention Services Census Data and Related Tables report

⁴ When reviewing the draft of the 2017-18 report the MSDE determined that the number of preschool surveys mailed did not match with the actual number of identified preschool children in each jurisdiction. One reason for this discrepancy might have to do with data received from Howard county. Whereas normally only one survey gets mailed per child, Howard County identified each parent as needing a survey. To correct this issue, moving forward, The MSDE will provide greater specificity in defining the population to be included in the Indicator 8 report, and work with the jurisdictions to prevent possible data errors.

- Frederick County (24%)
- Talbot County (22%)
- Anne Arundel County (22%)

Parents had the option of completing the Survey online or on paper, and in Spanish or English. Statewide, 1,540 Surveys were completed in English (93%) and 111 were completed in Spanish (7%). In 11 of the 26 jurisdictions, there were no Surveys completed in Spanish.

Exhibit 2.1: Summary of Responses to Preschool Survey

Jurisdiction	Total Number Mailed in Jurisdiction	Total Surveys Completed	Surveys Completed in English		Surveys Completed in Spanish		Returned Undeliverable (%)	Adjusted Response Rate (%)
			Paper (N)	Online (N)	Paper (N)	Online (N)		
Statewide	13,475	1,651	974	566	95	16	3%	13%
Allegany	155	16	13	3	-	-	2%	11%
Anne Arundel	1,332	280	129	141	6	4	3%	22%
Baltimore City	915	63	33	24	6	-	8%	8%
Baltimore County	1,160	123	106	14	3	-	2%	11%
Calvert	262	30	19	10	1	-	3%	12%
Caroline	29	18	2	15	1	-	-	62%
Carroll	228	64	36	26	2	-	1%	28%
Cecil	248	43	22	20	1	-	2%	18%
Charles	273	35	26	7	2	-	2%	13%
Dorchester	42	3	3	-	-	-	7%	8%
Frederick	429	100	55	43	2	-	2%	24%
Garrett	30	11	5	6	-	-	3%	38%
Harford	422	66	46	18	2	-	3%	16%
Howard*	971	107	64	39	3	1	1%	11%
Kent	22	8	0	8	-	-	-	36%
Montgomery	2,714	289	204	57	25	3	4%	11%
Prince George's	1,793	217	110	71	28	8	2%	12%
Queen Anne's	93	18	12	6	-	-	1%	20%
St. Mary's	171	33	13	20	-	-	3%	20%
Somerset	36	7	3	4	-	-	3%	20%
Talbot	50	11	4	5	2	-	-	22%
Washington	458	25	15	10	-	-	16%	7%
Wicomico	64	6	5	-	1	-	5%	10%
Worcester	96	18	13	5	-	-	1%	19%
MD School for the Blind	17	11	10	1	-	-	-	65%
MD Schools for the Deaf†	52	7	3	4	-	-	-	13%
Unknown**	-	42	23	9	10	-	-	-

Note: †Results are aggregated for the Frederick and Columbia campuses of the Maryland Schools for the Deaf.

* While estimates are consistent with data gathered in previous years, a survey was mailed out to each parent of a child in this jurisdiction, rather than one survey per parent.

**Surveys classified as unknown are those on which respondents did not indicate the County in which they receive service.

2.1 Demographic Characteristics of Respondents' Children

In this section, in addition to discussing the demographic characteristics of respondents' children, these characteristics are compared to those of the population from which the sample was drawn. The respondent demographic data included in this report were self-reported by survey respondents. The

population demographic data included in Section 2.1.1 and 2.1.2 were obtained from the 2017 Maryland Special Education/Early Intervention Services Census Data and Related Tables report.⁵

For the purpose of this report, a demographic group is classified as being overrepresented in the respondent sample if the percentage of that group in the sample is greater than its percentage in the Statewide estimate by 3 percentage points or more. Similarly, a demographic group is classified as being underrepresented in the sample if the difference between the percentages of that group in the sample is less than its percentage in the Statewide estimates by 3 percentage points or more. Differences of 3 percentage points or more are bolded, indicating areas in which the parents or guardians who responded to the survey are different from the Statewide population. If the difference between the sample and the Statewide estimate is less than 3 percentage points in either direction, the respondent sample is not significantly different from the Statewide population.

Respondents were also asked to indicate their child’s age when first referred to Early Intervention or Special Education. Of the respondents who answered this question, 73 percent (n=1,619) indicated that their children had been referred between the ages of two and four.

2.1.1 Age, Race/Ethnicity

Exhibit 2.2 summarizes the demographic characteristics of the children of respondents. Parents were asked about the age of their child as of September 30, 2017. A majority (92%) of respondents stated that their child was between 3 and 5 years of age. The parents or guardians of children 5 years of age are underrepresented in the sample (-21%), while parents or guardians of children 3 and 4 years of age are overrepresented (10% and 3%, respectively).

The two racial groups that account for the largest percentage of the respondent population are parents of White (46%) and Black children (20%). Parents of Black children are underrepresented by 13 percent, in the survey, when compared to the state population as a whole. In addition, parents of White and Multiracial children are overrepresented by 8 and 3 percent respectively, in the survey when compared to the state population as a whole. The differences between the sample and the population for other racial groups was less than 3%.

Exhibit 2.2: Age, Race/Ethnicity: Comparison between Respondent Sample and Statewide Estimate – Preschool Survey[†]

	Population from 2016 Maryland Special Education Census Data (N=12,998)		Respondents (N=1,651)		Over (Under) Representation
	N	%	N	%	
Age					
3 Years	2762	21%	519	31%	10%
4 Years	4622	36%	635	38%	3%
5 Years	5614	43%	370	22%	(21%)
6 Years	-	-	-	-	-
Unknown	-	-	128	8%	-
Race/Ethnicity					
White	4964	38%	764	46%	8%
Black	4261	33%	338	20%	(13%)
Hispanic or Latino	2343	18%	262	16%	(2%)
Asian, Native Hawaiian, or other Pacific Islander	841	6%	117	7%	1%

⁵ Preliminary (draft) data received from the MSDE, final report will not be published until October 2018.

American Indian/Alaskan Native	40	<1%	3	0%	0%
Multi-racial	549	4%	118	7%	3%
Unknown	-	-	50	3%	-

Note: *Percentages may not total 100% due to rounding

2.1.2 Primary Exceptionality/Disability

According to Statewide estimates, the most common exceptionality or disability evident in the Maryland preschool population is developmental delay which represents 54 percent of the population. Although this group did make up one of the largest portions of the sample, compared to the Statewide estimate this group was underrepresented among the respondents by 25 percent, and represented only 29 percent of the sample. The second most common exceptionality or disability Statewide is speech or language impairment and sample estimates were very close to the actual population (33% of the population, 34% of the sample). Students with Autism represent less than 1 percent of the population, but represented 15 percent of the sample; parents of children with Autism were overrepresented by 14 percent in this year's survey, compared to 9 percent last year.

Exhibit 2.3: Exceptionalities/Disabilities: Comparison between Respondent Sample and Statewide Estimate – Preschool Survey⁶

	Statewide Estimate of Active/Eligible Population (2017) (N=12,998)		Respondents (N=1,651)		Over (Under) Representation
	N	%	N	%	
Autism	9	<1%	240	15%	14%
Deaf-Blindness	159	1%	4	<1%	(1%)
Deafness	45	<1%	16	1%	1%
Developmental Delay	7006	54%	475	29%	(25%)
Emotional Disability	8	<1%	15	1%	1%
Hearing Impairment	86	1%	7	<1%	<1%
Intellectual Disability	47	<1%	10	1%	<1%
Orthopedic impairment	23	<1%	5	<1%	<1%
Other Health Impairment	260	2%	21	1%	(1%)
Specific Learning Disability	1	<1%	37	2%	1%
Speech or Language Impairment	4250	33%	569	34%	1%
Traumatic Brain Injury	1074	8%	4	<1%	(7%)
Visual Impairment including Blindness	30	<1%	9	1%	<1%
Multiple Disabilities	-	-	186	11%	11%
Unknown	-	-	54	3%	-

Note: *Percentages may not total 100% due to rounding

2.2 Summary of Survey Responses

This section provides a Statewide summary of survey responses. ICF has also created local jurisdiction dashboards, which provide individual school system's data on every question in the Preschool Survey for this year. These are available in the Appendix.

⁶ Preliminary (draft) data received from the MSDE, final report will not be published until October 2018; Extended IFSP students were not included in the population demographic data.

The survey asked respondents to state the extent to which they agreed or disagreed with 24 statements about their involvement with the special education services they receive. Statewide, every item on the Survey was answered by at least 70 percent of respondents, including 22 items for which at least 90 percent of respondents provided an answer.

Exhibit 2.4 shows the average percentage response per question, which was calculated by converting each respondent's answers to a percentage (Very Strongly Disagree-0%, Strongly Disagree-20%, Disagree-40%, Agree-60%, Strongly Agree-80% and Very Strongly Agree-100%), and then averaging the percentages for each question. The exhibit also shows the percentage of respondents who agreed with each of the statements on the survey. In order to agree with a question, a respondent had to answer agree, strongly agree or very strongly agree.

For each item on the survey, a majority of parents agreed with the statement. There were 19 items where at least 80 percent of respondents agreed. The statement with the highest percentage of agreement (98%) was Question 12 "*People from preschool special education, including teachers and other service providers, respect my culture.*" Similar to previous years, the statements with the highest level of agreement were those related to the way teachers and service providers include and value parents.

Also like previous years, the statements with which the smallest percentage of agreement were related to the way parents are connected with outside services, organizations, or individuals. The statement with the lowest percentage of agreement was (54%) was Question 24 "*People from preschool special education, including teachers and other service providers, connect me with other families for mutual support.*"

Exhibit 2.4: Summary of Responses to Survey Questions – Preschool Survey[†]

Survey Questions	% Answering this Statement	Average Response to this Statement	% Agreeing with this Statement
Q1 I am part of the IEP decision-making process.	99%	84%	95%
Q2 My recommendations are included in the IEP.	98%	81%	93%
Q3 My child's IEP goals are written in a way that I can work on them at home during daily routines.	99%	79%	91%
Q4 Written information I receive is in words I understand.	100%	83%	95%
Q5 I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	98%	74%	80%
Q6 My child receives his/her preschool special education services with children without disabilities to the maximum extent possible.	92%	76%	87%
Q7 If my child's services are provided only with children with disabilities, a written explanation of this is on the IEP.	71%	69%	79%
Q8 People from preschool special education, including teachers and other service providers provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	90%	65%	72%
Q9 People from preschool special education, including teachers and other service providers are available to speak with me.	98%	83%	95%
Q10 People from preschool special education, including teachers and other service providers treat me as an equal team member.	98%	81%	93%
Q11 People from preschool special education, including teachers and other service providers encourage me to participate in the decision-making process.	98%	80%	92%
Q12 People from preschool special education, including teachers and other service providers respect my culture.	94%	84%	98%
Q13 People from preschool special education, including teachers and other service providers value my ideas.	97%	81%	94%
Q14 People from preschool special education, including teachers and other service providers ensure that I have fully understood my rights related to preschool special education.	97%	82%	93%

Q15 People from preschool special education, including teachers and other service providers communicate regularly with me regarding my child's progress on IEP goals.	98%	77%	87%
Q16 People from preschool special education, including teachers and other service providers give me options concerning my child's services and supports.	96%	74%	84%
Q17 People from preschool special education, including teachers and other service providers provide me with strategies to deal with my child's behavior.	92%	73%	83%
Q18 People from preschool special education, including teachers and other service providers give me enough information to know if my child is making progress.	98%	77%	87%
Q19 People from preschool special education, including teachers and other service providers give me information about the approaches they use to help my child learn.	97%	76%	86%
Q20 People from preschool special education, including teachers and other service providers give me information about organizations that offer support for parents (e.g., Parent Resource Centers, disability groups).	91%	67%	73%
Q21 People from preschool special education, including teachers and other service providers offer me information regarding parent training.	90%	65%	71%
Q22 People from preschool special education, including teachers and other service providers offer me different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	95%	78%	89%
Q23 People from preschool special education, including teachers and other service providers explain what options I have if I disagree with a decision made by the preschool special education IEP team.	90%	72%	83%
Q24 People from preschool special education, including teachers and other service providers connect me with other families for mutual support.	87%	56%	54%

Note: * Table is sorted in descending order of the item number of each statement.

2.3 OSEP Indicator 8 Preschool Estimates

As of 2016-17, the MSDE began using the Percent of Maximum approach for calculating Indicator 8. Each survey response was converted into a percentage (Very Strongly Disagree-0%, Strongly Disagree-20%, Disagree-40%, Agree-60%, Strongly Agree-80% and Very Strongly Agree-100%). Each respondent's answers to the 24 questions were then averaged. The MSDE chose a cut-off point of 60 percent for their Indicator 8 Parent Involvement value (or an average response of "Agree" or better to the survey items). The percentage of parents whose average score was above 60 percent was calculated for each LSS and for the entire state.

For the 2017-18 school year, 81 percent of parents had measures that exceeded the cut point measure of 60%. **Therefore, the value of OSEP Indicator 8 for parents of preschool students during the 201718 school year is 81 percent.** This means that on average 81 percent of parents, Statewide, agree that their child's school facilitated parent involvement. The 95 percent confidence interval for this Indicator is from 80 to 83 percent.

Another way to analyze survey responses is to look at the average score respondents gave on each question. Only one question (Q24) received an average score below 60%. This means that parents are by and large agreeing strongly, or very strongly, with all the items on the survey. If the State would like to increase its measure, one thing it could do is focus its efforts on getting parents to agree with statements that parents agreed less frequently to, such as:

- *People from Preschool Special Education, including Teachers and Other Service Providers connect me with other families for mutual support. (Q24)*
- *People from Preschool Special Education, including teachers and other service providers give me information about organizations that offer support for parents (e.g., Parent Resource Centers, disability groups). (Q20)*

- *People from Preschool Special Education, including Teachers and Other Service Providers provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps). (Q8)*
- *People from Preschool Special Education, including Teachers and Other Service Providers offer me information regarding parent training. (Q21)*

This year's value of OSEP Indicator 8 is slightly below last year's- when it was 83% (CI 81% to 85%). This means that on average in 2017-18 the State did slightly lower on Indicator 8 than in 2016-17. Because of the change in methodology used to calculate Indicator 8, this year's data can only be compared to estimates of the Indicator 8 calculated after 2016-17.

Exhibit 2.5 presents the estimates of Indicator 8 for the preschool population by LSS or PA. Estimates are not reported where there are fewer than 10 respondents.

Exhibit 2.5: 2016-17 Estimates for Part B Indicator 8 – Preschool Survey*

Jurisdiction	Estimate of Indicator 8	Number of Valid Responses	Std. Error	Lower CI	Upper CI
Statewide	81%	1,651	.019	80%	83%
Allegany	75%	16	.224	53%	97%
Anne Arundel	82%	280	.046	77%	86%
Baltimore City	68%	63	.116	57%	80%
Baltimore County	83%	123	.068	76%	90%
Calvert	87%	31	.132	74%	100%
Caroline	83%	18	.192	64%	100%
Carroll	83%	64	.096	73%	92%
Cecil	65%	43	.144	51%	79%
Charles	71%	35	.153	56%	87%
Dorchester	-	3	-	-	-
Frederick	81%	100	.079	73%	89%
Garrett	82%	11	.260	56%	100%
Harford	77%	66	.103	67%	88%
Howard**	86%	107	.068	79%	93%
Kent	-	8	-	-	-
Montgomery	87%	289	.040	83%	91%
Prince George's	78%	217	.055	73%	84%
Queen Anne's	89%	18	.177	71%	100%
Saint Mary's	76%	33	.151	61%	91%
Somerset	-	7	-	-	-
Talbot	100%	11	.197	80%	100%
Washington	76%	25	.175	59%	93%
Wicomico	-	6	-	-	-
Worcester	89%	18	.177	71%	100%
MD School for the Blind	100%	11	.197	80%	100%
MD Schools for the Deaf [†]	-	3	-	-	-

Note:† Results are aggregated for the Frederick and Columbia campuses.

*Of the respondents with valid data for this calculation, 42 did not report the LSS or PA with which they are affiliated.

**While estimates are consistent with data gathered in previous years, a survey was mailed out to each parent of a child in this jurisdiction, rather than one survey per parent.

3. School-Age Survey

Data received from the MSDE indicated that in 2017, there were more than 94,000 children between the ages of 6 and 21 receiving special education services in the state.⁷ Of the 90,226 surveys mailed to parents, 4 percent were returned as undeliverable. To account for undeliverable surveys, an adjusted response rate was calculated using the same formula as for the Preschool Survey. The adjusted response rate this year was 10 percent, compared to 12 percent on last year's survey. The jurisdictions with the highest adjusted response rates (at or above 20%) were:

- Kent County (23%)
- Maryland School for the Blind (27%)

The jurisdictions with the highest percentage of surveys completed in Spanish were Prince George's County (11%) and Montgomery County (9%). No other county had more than 5 percent of the surveys completed in Spanish, and in 11 jurisdictions there were no surveys completed in Spanish.

Paper surveys were more common than online surveys. Of the 8,564 surveys received, 96 percent were completed on paper and 4 percent were submitted online. Exhibit 3.1 summarizes the survey completion data.

⁷ Source :2017 Maryland Special Education/Early Intervention Services Census Data and Related Tables report.

Exhibit 3.1: Summary of Responses to School-Age Survey

Jurisdiction	Total Number in Jurisdiction	Total Surveys Completed	Surveys Completed in English		Surveys Completed in Spanish		Returned Undeliverable (%)	Adjusted Response Rate (%)
			Paper (N)	Online (N)	Paper (N)	Online (N)		
Statewide	90,226	8,564	5,404	2,802	334	24	4%	10%
Allegany	1,163	70	62	8	-	-	3%	6%
Anne Arundel	7,241	1,176	529	636	9	2	3%	17%
Baltimore City	11,659	650	426	214	9	1	9%	6%
Baltimore County	13,831	885	763	101	21	-	3%	7%
Calvert	1,302	191	76	115	-	-	3%	15%
Caroline	540	101	42	57	2	-	1%	19%
Carroll	2,682	281	182	99	-	-	2%	11%
Cecil	1,987	176	116	59	1	-	3%	9%
Charles	2,799	191	139	50	2	-	1%	7%
Dorchester	399	38	22	15	1	-	5%	10%
Frederick	4,376	600	316	272	10	2	3%	14%
Garrett	349	51	27	24	-	-	-	15%
Harford	4,522	463	331	132	-	-	5%	11%
Howard**	5,303	438	221	203	13	1	2%	8%
Kent	231	51	17	34	-	-	6%	23%
Montgomery	15,855	1,453	1,027	299	119	8	2%	9%
Prince George's	12,649	772	496	189	80	7	3%	6%
Queen Anne's	772	87	39	48	-	-	1%	11%
St. Mary's	1,677	133	100	32	1	-	7%	9%
Somerset	377	56	19	36	-	1	1%	15%
Talbot	440	59	29	30	-	-	4%	14%
Washington	1,925	163	94	66	3	-	5%	9%
Wicomico	1,640	109	98	6	5	-	-	7%
Worcester	681	85	55	27	3	-	1%	13%
Juvenile Service Education	15	1	1	-	-	-	53%	14%
Adult Correctional Facility	15	-	-	-	-	-	53%	-
SEED School	61	6	3	3	-	-	10%	11%
MD School for the Blind	170	46	40	4	2	-	-	27%
MD Schools for the Deaf ¹	368	39	28	9	2	-	2%	11%
Unknown*		193	106	34	51	2		

Note: ¹ Results are aggregated for the Frederick and Columbia campuses of the Maryland Schools for the Deaf.

* Surveys classified as unknown are those on which respondents did not indicate the County in which they receive service.

**While estimates are consistent with data gathered in previous years, a survey was mailed out to each parent of a child in this jurisdiction, rather than one survey per parent.

3.1 Demographic Characteristics of Respondents' Children

All grade levels (Kindergarten – Grade 12) were well represented in the respondent sample. Each grade level accounted for between 3 percent and 9 percent of the respondent sample. The majority of respondents (85%) indicated that their child had been referred for special education services between the

ages of zero and eight, and 47 percent had been referred between the ages of two and five. The population demographic data included in Section 3.1.1 and 3.1.2 were obtained from the 2017 Maryland Special Education/Early Intervention Services Census Data and Related Tables report.⁸

Similar to last year, 7 percent of respondents (N=607) indicated that their child attended a non-public school as a result of an IEP team decision for a Free Appropriate Public Education (FAPE); while 84 percent of respondents (N=7,198) indicated that their child attended a public school during the 2017-18 school year. Nine percent of respondents did not answer this question.

3.1.1 Age, Race/Ethnicity

Exhibit 3.2 summarizes the age and race/ethnicity characteristics of the children of respondents. Respondents were asked about the age of their child as of September 30, 2017. Much like last year, the age distribution of children of survey respondents did not significantly differ from the age distribution of the State.

The most common race/ethnic backgrounds of respondents were White (49%) or Black (26%), which is similar to last year's sample. Also like the previous year, parents of Black children were underrepresented by 16 percent and parents of White children were overrepresented by 13 percent. In addition, Hispanic children were underrepresented this year by 3 percent.

⁸ Preliminary (draft) data received from the MSDE, final report will not be published until October 2018.

Exhibit 3.2: Age, Race/Ethnicity: Comparison between Respondent Sample and Statewide Estimate – School-Age Survey †

	Population from 2017 Maryland Special Education Census Data (N=94,191)		Respondents (N=8,564)		Over (Under) Representation
	N	%	N	%	
Age					
Less than 6 Years			219	3%	3%
6 Years	6,261	7%	598	7%	-
7 Years	6,673	7%	588	7%	-
8 Years	7,344	8%	682	8%	-
9 Years	8,131	9%	724	8%	(1%)
10 Years	8,330	9%	736	9%	-
11 Years	8,349	9%	735	9%	-
12 Years	7,863	8%	717	8%	-
13 Years	7,678	8%	636	7%	(1%)
14 Years	7,486	8%	598	7%	(1%)
15 Years	7,423	8%	605	7%	(1%)
16 Years	7,157	8%	551	6%	(2%)
17 Years	6,528	7%	491	6%	(1%)
18 Years	2,874	3%	210	2%	(1%)
19 Years	1,160	1%	102	1%	-
20 Years	851	1%	100	1%	-
21 Years	89	<1%	32	<1%	-
Unknown	-	-	240	3%	
Race/Ethnicity					
White	33,811	36%	4,156	49%	13%
Black or African-American	39,196	42%	2,196	26%	(16%)
Hispanic or Latino	14,232	15%	1,011	12%	(3%)
Asian, Native Hawaiian, or other Pacific Islander	2,870	3%	381	4%	1%
American Indian/Alaskan Native	272	<1%	38	<1%	-
Multi-racial	3,810	4%	531	6%	2%
Unknown	-	-	251	3%	-

Note: †Percentages may not total 100% due to rounding

3.1.2 Primary Exceptionality/Disability

Exhibit 3.3 shows the distribution of primary exceptionalities/disabilities among the children of Survey respondents and the state as a whole. Similar to the 2016-17 Survey, parents of children with Other Health Impairment and Specific Learning Disability were each underrepresented in the survey by 11 and 10 percent respectively. This year, additionally, Traumatic Brain Injury and Deaf-Blindness were also underrepresented by 11 and 5 percent, respectively. Overrepresented in this year's Survey were parents of children with Autism by 19 percent and children with Multiple Disabilities by 15 percent.

Exhibit 3.3: Exceptionalities/Disabilities: Comparison between Respondent Sample and

Statewide Estimate – School-Age Survey †

	Statewide Estimate of Active/Eligible Population (2017) (N=93,072)		Respondents (N=8,564)		Over (Under) Representation
	N	%	N	%	
Autism	212	<1%	1,606	19%	19%
Deaf-Blindness	5,964	6%	11	<1%	(5%)
Deafness	341	<1%	72	1%	<1%
Developmental Delay	3,274	3%	442	5%	2%
Emotional Disability	6,085	6%	418	5%	(1%)
Hearing Impairment	408	<1%	68	1%	<1%
Intellectual Disability	6,056	6%	484	6%	-
Orthopedic Impairment	158	<1%	23	<1%	-
Other Health Impairment	18,233	19%	680	8%	(11%)
Specific Learning Disability	30,508	32%	1,860	22%	(10%)
Speech or Language Impairment	11,801	13%	971	11%	(2%)
Traumatic Brain Injury	10,866	12%	40	<1%	(11%)
Visual Impairment including Blindness	275	<1%	52	1%	<1%
Multiple Disabilities	10	<1%	1256	15%	15%
Unknown	-	-	581	7%	-

Note: †Percentages may not total 100% due to rounding

3.2 Summary of Survey Responses

This section provides a summary of Statewide survey responses. As with the Preschool Survey data, ICF has enhanced the utility of district dashboards to provide individual district data on every question asked within the School-Age Survey this year (Appendix).

The survey asked respondents to state the extent to which they agreed or disagreed with 24 questions about their involvement with special education services they receive. Statewide, every question was answered by at least 89 percent of respondents.

Exhibit 3.4 shows the percentage of respondents who agreed with each of the statements on the survey. Similar to the Preschool Survey, every statement presented on the survey was able to obtain agreement from a majority of parents, including 16 items for which at least 80 percent of parents agreed with the statement. The statements for which the highest percentage of agreement were those related to the way the school and/or teachers communicate with parents, with the most agreement (92%) on Question 10 “*Written information I receive is written in words I understand.*”

Parents were least likely to agree with statements about the training provided by the school, how well the school connects parents to other organizations or agencies to support them, or options parents have when they disagree with a decision of the school. As in previous years, the statement with the lowest percentage of agreement (60%) was Question 22 “*The school and/or school system offers me training about special education issues.*”

Exhibit 3.4: Summary of Responses to Survey Questions – School-Age Survey†

Survey Questions	% Answering the Statement	Average Response to this Statement	% Agreeing with this Statement
Q1 I am considered an equal partner with teachers and other professionals in planning my child's program.	99%	74%	86%

Q2 I have been asked for my opinion about how well special education services are meeting my child's needs.	99%	68%	77%
Q3 At the IEP meeting, we discussed how my child would participate in statewide assessments.	96%	70%	81%
Q4 My child's school consistently implements all accommodations and modifications documented on my child's IEP.	98%	69%	78%
Q5 All of my concerns and recommendations were documented on the IEP.	98%	73%	85%
Q6 My child is educated in regular classes (general education) with supports, to the maximum extent appropriate.	95%	71%	80%
Q7 I was given information about organizations that offer support for parents of students with disabilities.	95%	62%	69%
Q8 I am comfortable asking questions and expressing concerns to school staff.	99%	79%	90%
Q9 I was given all pertinent reports and evaluations related to my child prior to the IEP team meeting.	98%	76%	88%
Q10 Written information I receive is written in words I understand.	99%	79%	92%
Q11 I was given information about the curriculum and materials used with my child.	98%	67%	75%
Q12 The transition outcomes developed for my child are appropriate to meet his/her needs.	93%	69%	81%
Q13 Teachers and administrators seek out parent input.	98%	68%	77%
Q14 Teachers and administrators show sensitivity to the needs of students with disabilities and their families.	97%	71%	82%
Q15 Teachers and administrators expect parents to participate in decision making.	98%	72%	84%
Q16 Teachers and administrators set a climate for acceptance of diversity.	95%	72%	86%
Q17 Teachers and administrators answer any questions I have about Procedural Safeguards.	92%	73%	89%
Q18 Teachers and administrators value my ideas and input.	98%	72%	84%
Q19 Teachers and administrators ensure that students with disabilities have the same opportunities to learn and participate in school programs as students without disabilities (e.g., academics, fundraising events, sports, etc.).	95%	73%	84%
Q20 The school and/or school system has a person on staff who is available to answer parents' questions.	98%	74%	89%
Q21 The school and/or school system gives me enough information to know whether or not my child is making adequate progress.	98%	70%	80%
Q22 The school and/or school system offers me training about special education issues.	93%	57%	60%
Q23 The school and/or school system provides information on agencies that can assist my child in the transition from school.	89%	61%	67%
Q24 The school and/or school system explains what options I have if I disagree with a decision of the school.	93%	63%	72%

Note: † Table is sorted in descending order of the item number of each statement.

3.3 OSEP Indicator 8 School-Age Estimates

Starting with 2017, the MSDE began using the Percent of Maximum approach for calculating Indicator 8. Each survey response was converted into a percentage (Very Strongly Disagree-0%, Strongly Disagree-20%, Disagree-40%, Agree-60%, Strongly Agree-80% and Very Strongly Agree-100%). Each respondent's answers to the 24 questions were then averaged. The MSDE chose a cut-off point of 60% for their Indicator 8 Parent Involvement value (or an average response of "Agree" or better to the survey items). The percentage of parents whose average score was above 60 percent was calculated for each LSS and for the entire state.

For the 2017-18 school year, 69 percent of parents had measures that exceeded the cut point measure. **Therefore, the value of OSEP Indicator 8 for parents of school-age students during the 2017-18 school year is 69%.** This means that 69 percent of parents, Statewide, agree that their child’s school facilitated parent involvement. The 95 percent confidence interval for this Indicator is from 68 to 70 percent.

Another way to analyze survey responses is to look at the average response for each of the questions. Only one question (Q22) scored an average score 60 percent or below. This means that on average parents are by and large agreeing strongly, or very strongly, with all the items on the survey. If the State would like to increase its measure, one thing it could do is focus its efforts on getting parents to agree with statements that parents agreed less frequently to, such as:

- *The school and/or school system offers me training about special education issues. (Q22)*
- *The school and/or school system provides information on agencies that can assist my child in the transition from school. (Q23)*
- *I was given information about organizations that offer support for parents of students with disabilities. (Q7)*
- *The school and/or school system explains what options I have if I disagree with a decision of the school. (Q24)*

Because of the change in methodology used to calculate Indicator 8, this year’s data can only be compared to estimates of the Indicator 8 calculated after 2016-17. Last year the Parent Involvement Score for the school-age survey using this methodology was also 70 percent (CI 69% to 71%) This means that on average in 2017-18, the State performance on indicator 8 decreased by one percent.

Exhibit 3.5 presents the estimates of the Indicator for school-age children by LSS or PA as well as the upper and lower 95 percent confidence limits of that estimate. Estimates are not reported where there are fewer than 10 respondents.

Exhibit 3.5: 2016-17 Estimates for OSEP Indicator 8 – School-Age Survey*

Jurisdiction	Estimate of Indicator 8	Number of Valid Responses	Std. Error	Lower CI	Upper CI
Statewide	69%	8,564	.010	68%	70%
Allegany	79%	70	.098	69%	88%
Anne Arundel	67%	1,176	.027	64%	69%
Baltimore City	63%	650	.037	59%	66%
Baltimore County	68%	885	.031	65%	71%
Calvert	67%	191	.067	60%	74%
Caroline	80%	101	.079	72%	88%
Carroll	72%	281	.053	67%	77%
Cecil	70%	176	.068	63%	77%
Charles	63%	191	.069	56%	70%
Dorchester	82%	38	.130	69%	95%
Frederick	70%	600	.037	67%	74%
Garrett	84%	51	.105	74%	95%
Harford	64%	463	.044	59%	68%
Howard****	71%	438	.042	67%	75%
Kent	75%	51	.122	62%	87%
Montgomery	74%	1,453	.023	71%	76%

Prince George's	63%	772	.034	60%	67%
Queen Anne's	77%	87	.090	68%	86%
Saint Mary's	75%	133	.074	68%	83%
Somerset	84%	56	.101	74%	94%
Talbot	73%	59	.115	61%	84%
Washington	61%	163	.075	53%	68%
Wicomico	70%	109	.087	61%	78%
Worcester	79%	85	.089	70%	88%
Juvenile Services Education	-	1	-	-	-
Adult Correctional Facility	-	-	-	-	-
SEED School	-	6	-	-	-
MD School for the Blind	93%	46	.086	85%	100%
MD Schools for the Deaf [†]	77%	26	.169	60%	94%

Note:^{*} Results are aggregated for the Frederick and Columbia campuses.

^{*}Of the respondents with valid data for this calculation, 193 did not report the LSS or PA with which they are affiliated.

^{**}While estimates are consistent with data gathered in previous years, a survey was mailed out to each parent of a child in this jurisdiction, rather than one survey per parent.

4.0 Conclusion

For the 2017-18 MSDE Parent Survey, the parents of 1,651 Preschool and 8,564 School-Age students across the State of Maryland responded. The response rate was 12% for both surveys which is similar to previous years. The demographic categories of survey respondents were generally similar to those in the State Census, except for a few race/ethnic, disability, and age discrepancies (for the Preschool respondents only).

This year the MSDE used the Percent of Maximum approach for calculating Indicator 8. Survey responses were converted to percentages, and then averaged. The MSDE chose a cut-off point of 60% for their Indicator 8 Parent Involvement value (or an average response of "Agree" or better to the survey items). **The value of OSEP Indicator 8 for parents of preschool students during the 2017-18 school year is 81%.** This means that on average 81% of parents, Statewide, agree that their child's school facilitated parent involvement. The 95% CI for this Indicator is from 80% to 83%. **The value of OSEP Indicator 8 for parents of school-age students during the 2016-17 school year is 69%.** This means that on average 69% of parents, Statewide, agree that their child's school facilitated parent involvement. The 95% CI for this Indicator is from 68% to 70%. Because of a change to the methodology used to calculate Indicator 8 implemented in 2016-17, this year's data can only be compared to estimates of Indicator 8 reported last year. This year's results are slightly lower than estimates from last year, which indicates a slight drop in parent perceptions that their child's school facilitated parent involvement.

Parents responding to both surveys provided low responses to issues of training. In addition, parents of students in preschool also responded less favorably to having received information about connections to other families, and information about other services, including childcare, parent support, respite, regular preschool program, WIC, and food stamps. Parents of school-age students responded less favorably to the school providing them information on agencies that can assist their child in transition from school, providing information about organizations that support parents of students with disabilities and explaining what options parents have if they disagree with the decision made by a school